

**Lamar University – M.Ed. in Educational Technology Leadership**

## Reflections of Course-based Embedded Assignments

***Directions:*** In submitting your Course-based Embedded Assignment located in Appendix I of the Internship Handbook, you are required to complete a reflection of the identified assignments in your course wiki/e-portfolio. These reflections will be used to assist you in completing your EDLD 5388/5370 (\*Please note that course number changes in Fall 2010\*) Internship comprehensive exam final report. Students should use and cite their textbook references as well as two additional references when writing each reflection. The reflection must consist of statements regarding the knowledge you gained from the assignment and how the assignment helped you master the Technology Facilitator Standard(s) /Indicator(s).

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| Course Number: | Course Name: | Course-based Embedded Hours(see Appendix I) |
| **5333** | **EDLD 5333 Leadership For Accountability** | **12 Hours** |

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| Description of theAssignment/Performance Tasks(see Appendix I) |  |
| Note: Reflection at a critical level means writing text that reveals your opinion of the reading or experience, why you hold that opinion, how the experience/assignment/reading could be improved, how you see the reading or experience as consistent or inconsistent with what you have learned so far, implications for the future, etc. Reflection should include more content than just a recitation of facts and you should document your writing with a minimum of 3 references.  **Self –Assessment**  1. Critically reflect (see note above; not just recitation of facts) upon the knowledge you gained from the assignment. (3 Points)  2. Critically reflect upon the relationship between any new information you gained from the assignment with old information you previously held to be true. (2 Points)  3. How did the relationship between the old and new information you learned affect your personal experience with the assignment? (2 Points)  **Learn as a Learner**  1. Critically reflect (see note above; not just recitation of facts) upon your approach and strategies used in completing the assignment. (3 Points)  2. Critically reflect upon how you learn as a learner and how you assess your own performance in completing the assignment(s). (2 Points)  3. How did your learning and interaction with colleagues (such as discussion forum, web conferences, wiki and blog participation, etc.) affect the results of your performance? (2 Points)  **Lifelong Learning Skills**  1. Critically reflect (see note above; not just recitation of facts) upon what you gained about learning and how you learn that will impact your future learning. (3 Points)  2. How will your past interactions and collaborations with colleagues impact your future learning experiences? (2 Points)  3. As a lifelong learner, what questions or issues challenge you and are worthy of future research or investigation? (2 Points)  **Additional Criteria**  1. Content posted to e-Portfolio wiki/blog/Google site (1 Point)  2. Mechanics (1 Point)  3. APA Format (1 Point)  4.Minimum of 3 References (1 Point)    (Maximum 25 points) | EDLD 5333, Leadership For Accountability was an enlightening course about many leadership tasks. In week 1, we looked at steps involved in conducting a comprehensive needs assessment as we navigated the Texas Education Agency (TEA) Web site to locate and analyze Adequate Yearly Progress (AYP) data for our own campus. We utilized our campus’ data to help us complete this week’s assignment. We utilized this data to develop a statement of our personal vision of leadership. We took a close look at our campus’ AYP and then analyzed the number of students divided by ethnic subgroups that participated and met the standard in reading/ELA and math testing areas. We also took a close look at attendance rates and graduation rates. We analyzed increases and decreases in the various subgroups taking a close look at the economically disadvantaged groups. I think this assignment really gave me an opportunity to carefully analyze the campus’ need based areas and to focus on the various subgroups’ test results. On my internship plan focusing on Standard II, TF-II.A, Planning and Designing Learning Environment and Experiences, I decided to make this a focus on the upcoming in-service training. When working with the teachers during our in-service session we took a careful look at our district policies on re-teach and re-testing. We feel that this will give our students a better opportunity to really focus on the objectives that they are missing and take a second chance to expand on the lesson objectives. I worked closed with the director of Instructional Technology to create technology in-service modules that would address these needs. This new information gave me a basis to develop the in-service technology training modules that could benefit teachers and co-workers and help them address the needs of the campus.  We took a close look at our campus’ vision and mission statements. After looking at our campus’ vision, I found that through the CEIC group, working closed with the teachers, administration and staff that a vision is an ideal plan prepared together with school leaders, staff, students, and community representatives working collaboratively to guide and assist in the process of learning. A “collective vision helps focus attention on what is important, motivates staff and students, and increases the sense of shared responsibility for student learning” (Peterson, 1995, p. 1). Schools can be complicated places, but with a clear direction there can be goals set to provide a clear image of what can be accomplished. A vision is “deeply embedded in values, hopes, and dreams” (Peterson, 1995, p. 2). A school mission statement is more detailed and precise, but a vision goes deeper with a focus on modifications, development, and progress to make the school a better place for successful learning. With this new knowledge and information, I was able to develop personal vision of leadership and to create my own personal vision of leadership. My personal vision leadership is one that ensures every student and staff member a safe and comfortable environment to learn in with collaborative, encouraging, and positive educational opportunities for continuous growth and support embracing values, good character along with supporting one another’s efforts to successfully achieve success. Through this critical reflection and utilizing the assignment I was able to gain insight into our campus’ needs for our at-risk students, utilize the technology in-service to assist other teachers in methods to re-teach and retest to assist these students and develop a leadership vision that can assist me in my future goals on our campus.  In week 2, we explored the Academic Excellence Indicator System (AEIS) data, located reports that were critical to our campus improvement team, and compared our campus’ performance to AEIS standards. Our goal in completing this data analysis was to determine areas of strength and weakness and to identify patterns and trends on our campus.  We went to [***http://www.tea.state.tx.us/perfreport/aeis***](http://www.tea.state.tx.us/perfreport/aeis)to obtain the most current AEIS data. We took the data and looked for increases and decreases in the two-year comparison data. We reviewed each indicator on the report, and compared our campus performance on each indicator to the standards for Unacceptable, Acceptable, Recognized, and Exemplary ratings. We then took the data, analyzed the data, and summarized our Campus Report findings. This data and taking a closer look at our campus data gave me an opportunity to really scrutinize the information. I was able to analyze looking at subgroups and economically disadvantaged subgroups.  With this new knowledge and information, I was able to develop some ideas about how we could assist our students in mastering the objective for the new Texas state standardized test. After thinking further, I began analyzing what I could do to assist our administrators and teachers in helping our students better meet goals and objectives. I decided to work with our Saturday school program assisting in methods and ways to help our students meet objectives. Utilizing some of the technology tools that would help students become more engaged in the classroom lessons and activities. Through this critical reflection and utilizing the assignment I was able to gain insight into our campus’ needs for our need based students. I feel we could really use some of the interactive technology tools to reach out to the at-risk students and use these tools to assist in keeping these students alert, active, and engaged in the classroom for Saturday School. These same tools can be utilized on a regular basis and hopeful assist in helping students become more successful on a daily basis and on the upcoming STARR state standardized test.  In week 3, narrowed our focus to one targeted weakness and wrote a measurable S.M.A.R.T. goal and a measurable objective for the target weakness. We also researched appropriate strategies/activities, including specific professional development, to address the target area.  After carefully graphing out the details and findings of the data, I found that we really needed to focus more on 8th grade science. Focusing on 8th Grade Science is an area that our campus needs to continue to focus on. 8th grade science has been tested since 2008. Our campus has continued to improve, but still needs to work in three subgroups to reach the 70% range. New science labs were added this past year and there was discussion about a plan for more hands on experimentation during class time to build better understanding of the science objectives. More science focus needs to be provided in afternoon ACE program. I developed my SMART goal which was by 2014, all 8th grade students at Vincent Middle School will meet the AEIS Exemplary rating in Science for all 8th grade students and all student groups.  My SMART object was that at least 90% of all the Economically Disadvantaged 8th grade students at Vincent Middle School will meet the standard in Science for the 2011-12 TAKS test administration.  I thought about some strategies that we could utilize:   |  | | --- | | Strategy/Activity Idea 1:  “Teachers who embrace hands-on learning in science seem to recognize certain desirable outcomes and endorse student-centered instructional approaches. Research has confirmed many of the seemingly intuitive benefits of hands-on learning and has also documented a variety of unanticipated benefits” (Haury. and Rillero, 1995, p. 1).  Utilizing new science Labs and more hands on science experiments. Allow more hands on science experiments in after school ACE tutorial program.  Professional Development for teachers involving how to best utilize science labs in classrooms utilizing Xtreem Science. Teachers will be able to collaborate using ideas from the TEGS website <http://www.tcet.unt.edu/tegs/> .  “TEGS is a two-pronged approach to develop 8th grade science curriculum and to provide professional development to teachers using this curriculum” (Hodges, 2011, p. 1).  Examples:  \*Topographical 3D maps including landforms and contour maps  \*Erosion activities with sand, water, rocks, and erosion  \*Type of rock samples – identify rock types from actual examples  \*Make your own rainforest  \*Make a volcano experiment  \*Water Cycle | | Strategy/Activity Idea 2:  Focus on meeting the science needs and objectives of economically disadvantaged students.  Examples:  \*Bring in classroom and program speakers from local universities such as Lamar University (Geology and Science Colleges) and local industries such as (Exxon Mobil and Motiva) with material relevant to 8th grade science objectives. Specifically look for speakers with similar backgrounds with whom the economically disadvantaged students and parents/guardians can relate with.  \*Parental involvement evening programs involving science activities for parents and students. (Could possibly tour science labs after program.) Include spaghetti or chili dinner with evening program.  \*Students write invitations to parents and guardians to personally invite them to parent involvement programs to show their own personal science projects.  \*Students display science projects to show off during the parent involvement event. (Have ESL interpreters for Spanish speakers parents / guardians)  \*Google Earth display (could utilize this program to display the countries where parents, grandparents, and family members have lived) | | Strategy/Activity Idea 3:  More interactive videos including YouTube videos and interactive technology sites.  Examples:  \*YouTube videos containing science objectives that help students gain better understanding of daily science objectives.  Some of the videos could be utilized that are on the following Glogster Poster.  <http://mstill1.edu.glogster.com/rock-n-roll/> .  \*Use more interactive technology sites on classroom computers and in school computer labs.  \*Use Discovery Education sites for more unique lesson plan development for example “Unique Plants Of The Biomes” websites are included with the lesson for enrichment and better understanding. Unique-Plants-Of-The-Biomes |   With this new knowledge and information, I was able to develop some ideas and hands on technology tools that benefit and aid the science student objective development on our campus. Through this critical reflection and utilizing the assignment I was able to gain insight into our campus’ needs for our at-risk students, utilize these new found technology tools to assist other teachers in methods to assist these students in gaining insight into some of the areas of sciences that need more additional focus.  In week 4, we completed a campus action plan and an agenda for a one-day professional development that could address the campus’ target weaknesses. We found people in our district that we could go to and utilize as information sources. We took our SMART goal and objective and planned activities / strategies for addressing these. After planning these activities / strategies, we developed a timeline, resources / cost estimate, documented the person that would be responsible, and how we would do a formative assessment.  We planned each activity and elaborated on how the strategy could be implemented successfully. We took time to evaluate our campus’ target weaknesses and planned these activities and strategies around meeting the goals and objectives that would benefit the students most. With our campus action plan in mind we created a summative evaluation process that would be utilized on the assessment. We also explained how the professional development process would be handled and what planning activities would need to be fulfilled to best implement the training process for the educators involved in the campus action plan.  With this new knowledge and information, I was able to develop some helpful hands on science ideas that could assist our own campus in meeting the needs of our at-risk students. Our campus has experiences difficulty finding methods to increase science scores for our 8th grade students. Having the opportunity to search for methods and additional strategies that could benefit these students was meaningful. I was able to forward this information to our science department and many of these strategies can be used to assist students in meeting the current 8th grade science objectives. I was able to gain insight into our campus’ 8th grade science needs for our students currently not passing the practice 8th grade science practice tests. We were able to utilize these new found technology tools in our Saturday School program to assist students in gaining insight into some of the areas of sciences that need more additional focus. We utilize Saturday school for more individualized attention and also for more hands on activities for greater understanding and comprehension. These strategies and activities were successful in allowing students to utilize some of their higher order thinking skills to analyze the science objects.  In week 5, we took a look at the campus level, site-based decision making (SBDM) and found that it is a collaborative effort among professional staff, parents, and community members to improve student achievement by addressing the outcomes of all students and determining goals and strategies to ensure improvement. We found that under state law, the Site-Based Decision-Making Committee establishes and reviews campus educational plans, goals, performance objectives, and major classroom instructional programs. We were able to conduct two interviews. We conducted an interview with a member of our campus’ Site-Based Decision Making Committee and conducted an interview with the campus principal.  We took a look at the committee’s makeup, the use of formal agendas, topics typically discussed at the committee meetings, the group’s dynamics, decision making strategies, and conflict resolution strategies utilized by the committee. When speaking with the committee representative and our principal, we talked about student performance data and the distribution divided up by ethnic grouping and subgroups. We took a look at the campus goals and mission statements along with the campus vision.  One of the most important things learning this Leadership for Accountability course is that the campus improvement cycle is an ongoing and continuous process. Each year we obtain the AEIS data and it is necessary to reevaluate the data on a yearly basis to complete the necessary campus improvements for student success each year. My action plan states the following. At least 90% of all the Economically Disadvantaged 8th grade students at Vincent Middle School will meet the standard in Science for the 2011-12 TAKS test administration. It is important to understand that after test administration, we will need to reevaluate the results. If this goal is met, we will need to initiate our next goal of having other subgroups such as the LEP, Special Education, Hispanic and African American subgroups to also meet this goal. If the goal is not met, we will need to initiate further methods necessary to help our campus meet a more successful result. “A more robust approach to school improvement calls for staff to engage in an ongoing analysis of student performance data from multiple sources. What is needed, metaphorically speaking, is a “photo album” of evidence including results from traditional tests along with a collection of student work generated from local assessment tools” (McTighe, 2008, p. 5). Through the process of continuous evaluation of data and criteria, the goals can be met. It takes an ongoing, continuous, combined, and collaborative effort to meet the needs of all of the students.  With this new knowledge and information, I was able to have a better understanding of how the CEIC works on our campus. I found that they really work to develop methods to address concerns with an open mind and develop solutions that meet the needs of all students. Many times it takes a collaborative effort and team based methods to develop an agenda that can work for the entire campus. Keeping the campus goals, objectives and vision in mind, the CEIC committee works with administrators and teachers to present a united effort to face challenges with positive solutions to meet student needs. I was able to gain insight into our campus’ CEIC committee and how they meet and collaborate. I gained a better understanding of some of the strategies and activities that have been successful in working through the challenges and problems that face our campus. I gained insight into some of positive methods that have been utilized to reach positive results.  References  Clapper, T., (n.d.). How to Make a Topographical Mountain Map for School. Retrieved June 7, 2011, from [http://www.ehow.com/how\_5828560\_make-topographic-map-school-project.html . p. 1](http://www.ehow.com/how_5828560_make-topographic-map-school-project.html%20.%20p.%201).  Education.com. (2011). Middle School Science Activities. Retrieved June 8, 2011 from <http://www.education.com/activity/middle-school/science/page2/>. p. 2.  Harmer, D., (n.d.). Rain Forests. Retrieved June 7, 2011, from <http://www.ehow.com/info_8494976_rainforest-experiments.html> . p. 1. Haury, D. and Rillero, P. (1995). *Perspectives of Hands-On Science Teaching.* **North Central Regional Educational Laboratory. Retrieved June 8, 2011 from**  [http://www.ncrel.org/sdrs/areas/issues/content/cntareas/science/eric/eric-2.htm. p. 1](http://www.ncrel.org/sdrs/areas/issues/content/cntareas/science/eric/eric-2.htm.%20p.%201).  Hodges L. (2011). Xtreem Science. Retrieved June 9, 2011 University of North Texas from <http://www.tcet.unt.edu/tegs/>. p. 1 – 143.  McTighe, J., (2008). Making the Most of Professional Learning Communities. *The Learning Principal, 3(8), 1, 4-8.*  Peterson, K. (1995). Critical Issue: Building a Collective Vision. Retrieved May 24, 2011 from *North Central Regional Education Laboratory*, *Learning Point Associates* <http://www.ncrel.org/sdrs/areas/issues/educatrs/leadrshp/le100.htm>, p. 1.  Texas Education Agency (2010). *2010 Accountability Manual.* Retrieved May 31, 2011 from [http://ritter.tea.state.tx.us/perfreport/account/2010/manual/. Tables](http://ritter.tea.state.tx.us/perfreport/account/2010/manual/.%20%20Tables) 2, 6 and 7, Chapters 1-4, 17 and 18. Appendix F.  . |